DOCUMENT RESUME

ED 387 575 UD 030 641

TITLE	An Annotated Bibliography of Research on Multicultural Education.
INSTITUTION	North Central Regional Educational Lab., Oak Brook, IL.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	94
CONTRACT	RP91002007
NOTE	52p.
AVAILABLE FROM	North Central Regional Educational Laboratory, Order Department, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (order Number UMS-ABM-94: $5.59).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Annotated Bibliographies; Cultural Awareness; *Cultural Differences; Curriculum Development; Educational Change; *Educational Environment; Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Multicultural Education; Professional Development; *Teacher Expectations of Students

ABSTRACT

This annotated bibliography provides some of the best resources available to help practitioners create high-achieving learning environments where all children have the opportunity for success. The bibliography is based on the six principles according to which resources are grouped: (1) school policies and practices demonstrate respect for and acceptance of culturally and linguistically diverse students; (2) curriculum, instruction, and assessment build on students' culture, language, and prior experiences; (3) educators set high expectations for all students and provide opportunities to reach them; (4) students gain knowledge about a variety of cultures and languages; (5) schools construct culturally responsive and high-achieving learning environments through active partnerships with parents, families, and community leaders; and (6) professional development helps educators examine their own beliefs and fosters understanding of culturally and linguistically diverse groups. In all, 58 sources are annotated. (SLD)

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An Annotated Bibliography of Research on Multicultural Education

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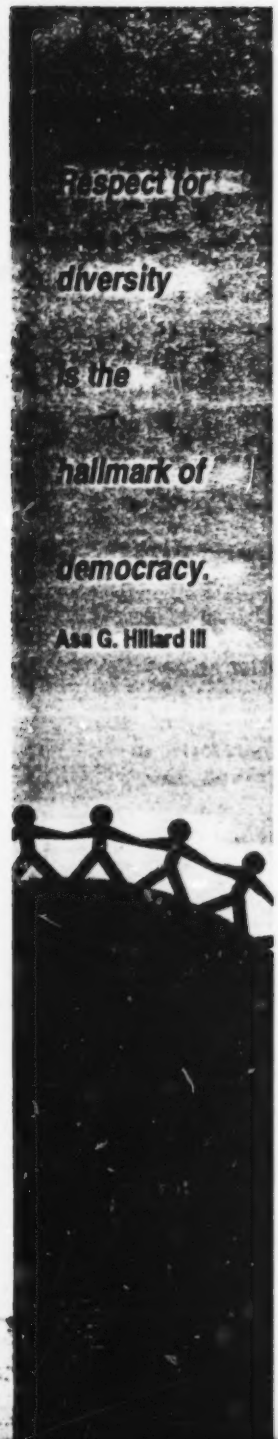
This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number RP91002007. The content of this publication does not necessarily reflect the views of OERI, the Department of Education, or any other agency of the U.S. Government.

UMS-ABM-94, $5.95



Introduction

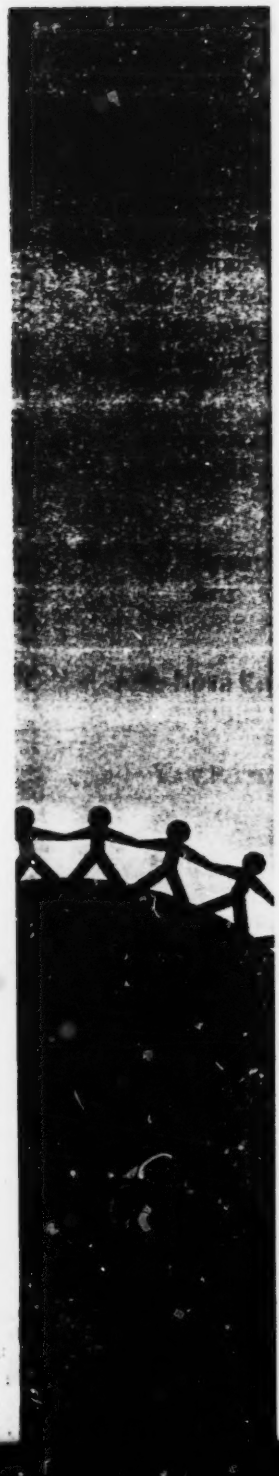
In the Midwest, multiple racial and ethnic groups live, work, and go to school in urban and rural areas. This ethnic, linguistic, and racial diversity has numerous implications for the region's schools. A growing body of research suggests that children learn better when classroom practices build on their cultural and linguistic prior knowledge. It is important, therefore, that school staff—principals and teachers—examine current practices and implement strategies that use students' linguistic, cultural, and life experiences as a foundation for learning. In addition, they need to provide all children with opportunities to learn about, understand, and accept cultures different from their own. By making schools and classrooms respectful of and responsive to diversity, practitioners will help children learn and will help prepare them to be contributing and thoughtful members of a diverse world.

The North Central Regional Educational Laboratory (NCREL) believes that research-based information is an essential tool in examining and improving school and classroom practices. Research-based information invites one to question and examine existing practices, reflect on needed changes, and implement action steps.

This Annotated Bibliography provides some of the best resources currently available to help practitioners create high-achieving learning environments where all children have the opportunity for success. The Bibliography was based on six principles that were developed through an extensive development and review process with the nation's leading scholars and practitioners in multicultural education:

- **School policies and practices demonstrate respect for and acceptance of culturally and linguistically diverse students**
- **Curriculum, instruction, and assessment build on students' culture, language, and prior experiences**
- **Educators set high expectations for all students and provide opportunities to reach them**
- **Students gain knowledge about a variety of cultures and languages**
- **Schools construct culturally responsive and high-achieving learning environments through active partnerships with parents, families, and community leaders**
- **Professional development helps educators examine their own beliefs and fosters understanding of culturally and linguistically diverse groups**

We hope you will find the Bibliography to be a valuable resource as you plan professional development and implement school improvement initiatives. We welcome your comments and feedback.



I. School Policies and Practices Demonstrate Respect for and Acceptance of Culturally and Linguistically Diverse Students

Banks, J. A. (1988). *Multiethnic education: Theory and practice* (2nd ed.). Boston, MA: Allyn and Bacon.

The author presents and discusses theoretical and practical issues involved in implementing pluralistic and multicultural education. He provides educators with recommendations for creating guidelines for multiethnic practices that promote culturally responsive pedagogy. This five-section publication includes the following topics:

- History, purposes, and practices of multiethnic education
- Conceptual issues and problems of multiethnic education
- Ideological issues in relation to education, ethnicity, and citizenship
- The history of curriculum reform, the purpose of a multiethnic curriculum, and the ways in which curriculum can reflect student diversity
- Planning units that address social issues, prejudice reduction in students, and language diversity

Banks also provides the readers with guidelines for assessing the degree to which their institutions reflect the ethnic diversity within their communities.

Banks, J., & McGee, C. A. (Eds.). (1989). *Multicultural education: Issues and perspectives.* Needham Heights, MA: Allyn and Bacon.

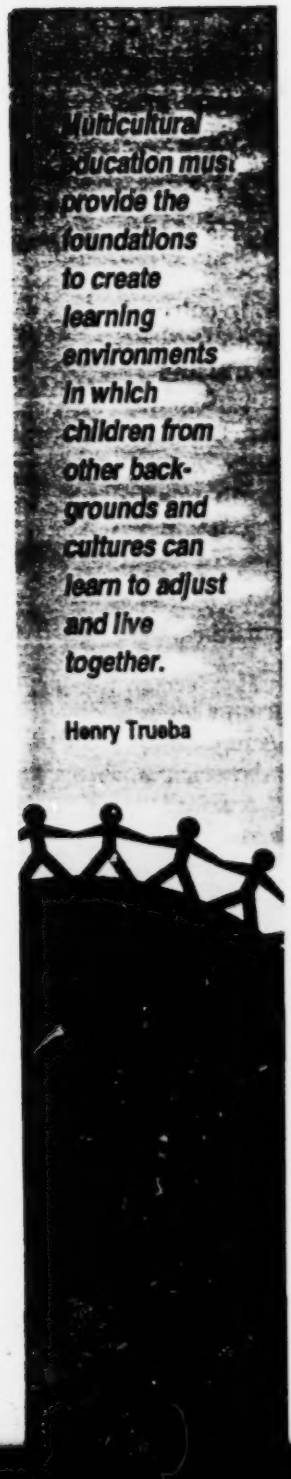
This compilation of articles addresses issues related to cultural diversity in education. Topics include multicultural education, social class and educational equality, religious diversity and education, integrating content about women into the curriculum, teaching linguistically diverse students, effective instructional approaches to teaching physically challenged students, and implications of alternative assessment for culturally diverse groups. In addition, each chapter concludes with a question and activities section.

Banks, J. A. (1987). *Teaching strategies for ethnic studies.* Newton, MA: Allyn and Bacon.

This book explores the histories of various ethnic groups including American Indians, Native Hawaiians, African-Americans, European Americans, Jewish Americans, Hispanic Americans, and Asian Americans. Banks also provides suggestions for teaching ethnic studies. The author uses text, charts, diagrams, and activities to raise readers' awareness of the histories and life experiences of the diverse groups that constitute American society. This publication also includes annotated bibliographies of works that the readers can use to further enhance their knowledge of diverse groups.

Delpit, L. D. (1992). Education in a multicultural society: Our future's greatest challenge. *Journal of Negro Education, 61*(3), 237-249.

In this article, Delpit discusses some of the ways that schools fail children as a result of cultural misunderstanding. She cites the following as ways in which schools fail to create culturally responsive educational environments: (1) failure to recognize and address problems that result from cultural differences between students and the school; (2) stereotyping; (3) attribution of student failure to the child rather than the school environment;


Multicultural education must provide the foundations to create learning environments in which children from other back-grounds and cultures can learn to adjust and live together.
Henry Trueba

(4) ignorance of community parenting and child-rearing norms; (5) and omission of the histories and realities of children and communities of color. Delpit concludes the article by emphasizing the need to put an end to the biases that result from stereotypical thinking, monocultural instructional methodologies, ignorance of cultural differences, social distance, biased research, and racism, in order to provide successful education for all students.

Nieto, S. (Spring, 1994). Affirmation, solidarity, and critique: Moving beyond tolerance in multicultural education. *Multicultural Education*, pp. 35-38.

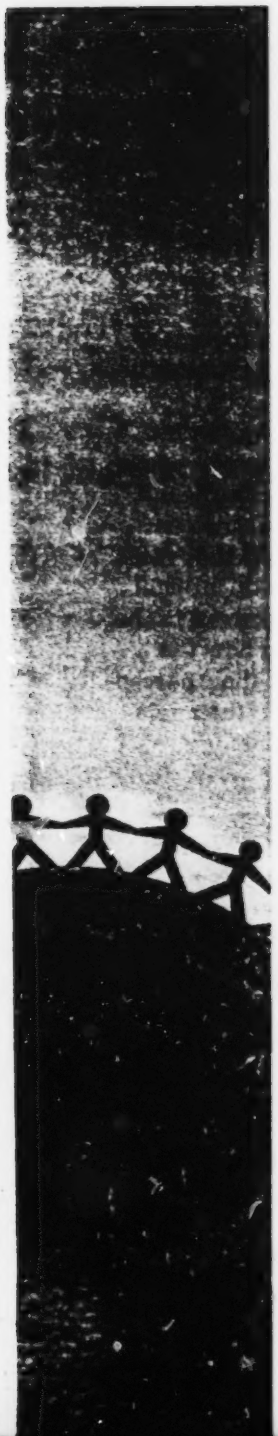
Nieto presents a model of the practices and policies that might constitute a multicultural education program. This article emphasizes the author's belief that multicultural education needs to move away from a focus on tolerance of differences to conceptualization and implementation of culturally responsive practices. Nieto first discusses monocultural education, which she identifies as the antithesis of multicultural education. She goes on to examine four levels of multicultural education including (1) tolerance; (2) acceptance; (3) respect; and (4) affirmation, solidarity, and critique. Nieto then offers real-life vignettes of schools that fall along the four continuums and exemplify multicultural practices in action.

Ogbu, J. U. (1992). Adaptation to minority status and impact on school success. *Theory Into Practice, 21*(4), 287-295.

In this article, Ogbu offers an explanation for the poor performance of minority groups as compared to their majority counterparts. Ogbu's central thesis is that the status and progress of minority groups are greatly influenced by the circumstances of their arrival in the United States and their experiences once they are here. Ogbu argues that there are three factors that constitute "community forces" that shape minority group education: (1) cultural models, (2) cultural and linguistic frames of reference, (3) and degree of minority group trust or acquiescence to white Americans and the societal institutions that they control. Ogbu credits these factors with affecting the educational expectations and experiences of minority group members in the United States. The author concludes by explaining how the community forces of involuntary minorities impact their perceptions and orientations toward schooling and explain their relatively less successful school experiences.

Pewewardy, C. D. (1992, May). *"Practice into theory" journey to the year 2000: Culturally responsible pedagogy in action: The American Indian Magnet School.* Paper presented for the Conference of Native American Studies: The Academy and the Community, Minneapolis, MN.

This description of the American Indian Magnet School, whose stated mission is "to integrate American Indian methodology and ideology across all curriculum areas through effective teaching and sensitivity to learning styles for all students," focuses on issues related to the education of American Indian students. Learning styles, language differences, and the treatment of American Indian students are all explored in this article. Pewewardy also recommends elements that should be incorporated into teacher training programs for teachers who will be working with American Indian students. In addition, he provides the reader with information and practical advice on culturally responsive education for American Indians, as well as general information on current issues in American Indian education.



Pine, G. J., & Hilliard III., A. G. (1990). Rx for racism: Imperatives for America's schools. *Phi Delta Kappan, 71*(8), 593-600.

Pine and Hilliard characterize racism as a major impediment to quality education in the United States. The authors identify overt and subtle expressions of racism as obstacles that must be overcome if people are to embrace the idea of cultural diversity.

Pine and Hilliard describe how educational curriculum and practice have perpetuated racism. They assert that by excluding the perspectives, histories, and cultures of different groups and maintaining a Euro-American perspective, educators have put Euro-American students at an academic advantage and hindered the educational achievement of African-American students. The result, the authors conclude, is that all groups are deprived of the experiences of the many different groups that constitute the United States.

Pine and Hilliard offer suggestions on ways in which educators can play a key role in addressing racism. The authors suggest that by confronting and challenging racism, increasing the number of minority teachers, developing and implementing a multicultural curriculum, improving pedagogical practices, elevating the self-esteem of all children, and teaching character development, educators can combat the continuing effects of racism to provide an educational environment that supports the efforts of all students.

Sleeter, C. E. (Spring, 1994). White racism. *Multicultural Education*, 5-8, 39.

Throughout this article, Sleeter explores racism as a problem that precipitates the need for multicultural education. Sleeter highlights the tendency for whites involved in multicultural education to focus on the racial differences that exist between different cultural groups. Sleeter suggests that a more useful approach would be for whites to examine their attitudes towards members of different cultural or racial groups. The author challenges whites to contemplate the ways they avoid making deep examinations of racist attitudes and behavior.

Spears, J. D., Oliver, J. P., & Maes, S. (1990). *Accommodating change and diversity: Multicultural practices in rural schools* (A Report of the Ford Western Taskforce). Manhatten, KS: Rural Clearinghouse for Lifelong Education and Development.

This publication explores the implementation of multicultural education in rural school settings. The report provides five case studies of schools implementing multicultural reform. Each case study describes various aspects of multicultural educational efforts including the philosophy and goals of individual programs, multicultural curricular and instructional practices, staff development for multicultural education, and leadership for multicultural educational reform. The second part of the report discusses how rural schools west of the Mississippi are addressing multicultural reform in the areas of mission, staffing, curriculum design, teaching and instructional strategies, community and home linkage systems, staff development, extracurricular activities, and school leadership. Information for part of the report was obtained by researchers through phone interviews. The authors also provide readers with an article discussing the barriers and bridges to implementing multicultural education. The report concludes with a list of selected resources including persons, literature, and organizations that address multicultural education.

Suzuki, B. H. (1984). Curriculum transformation for multicultural education. *Education and Urban Society, 16*(3), 294-322.

Suzuki provides a historical overview of multicultural education and then analyzes the concept of cultural pluralism, which he defines as the "ideal multiethnic society in which various groups have mutual respect for each other, enjoy equal rights, and are able to preserve and foster their cultural traditions" (p. 299). Suzuki argues that schools perpetuate biases and prejudicial attitudes and values that create a poor learning environment. The author asserts that schools can act as change agents to create learning environments responsive to all students.

Suzuki recommends strategies educators can use to translate theories of multicultural education into practice. He concludes the article with recommendations for policymakers.

Trueba, H. T. (1992, July). *Many groups, one people: The meaning and significance of multicultural education in modern America*. Presented at the Maxwell Lecture at Syracuse University, Syracuse, NY.

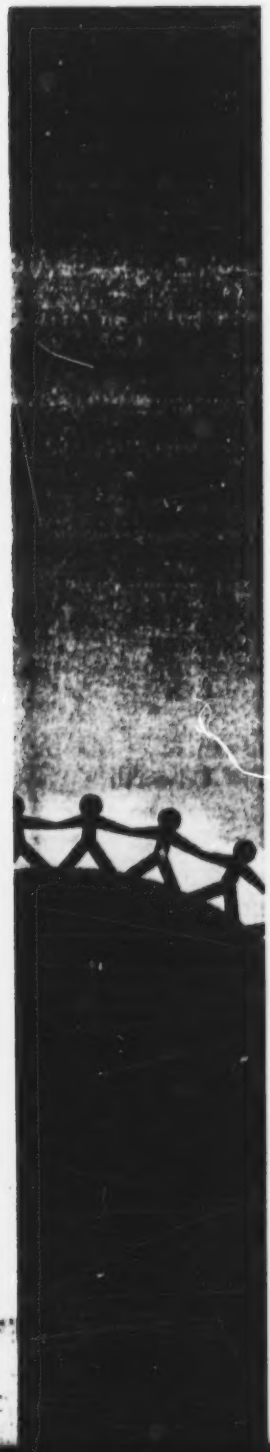
In this article, Trueba discusses the definitions of multicultural education. According to Trueba, in the United States, multicultural education can be defined as "preparation of all persons to live productively in a single plural and democratic society, sharing the same rights and obligations" (pg. 92), by enabling all citizens to participate fully in the economic, social, and political institutions

in this country. For this to happen, the author asserts, educators must not merely foster tolerance, but nurture respect for diversity and promote pride in this country's ethnic diversity.

Trueba observes that, in practice, multicultural education often isolates and disempowers minorities rather than fostering respect for them. Trueba feels that parents, teachers, and mentors can help create and implement education that is responsive and empowering to culturally and linguistically diverse students. According to the author, effective multicultural education should result in: (a) curriculum that reflects the contributions of all cultural groups; (b) greater understanding of individual and collective ethnicities and cultures; (c) curriculum and instruction that enable *all* students to excel; (d) fair practices in hiring, promotions, rewared and admissions; and (e) investment of resources to improve the quality of life and learning for all children.

Winfield, L. F., & Manning, J. B. (1992). Changing school culture to accommodate student diversity. In M. Dilworth (Ed.), *Diversity in teacher education: New expectations* (pp. 181-207). San Francisco, CA: Jossey-Bass, Inc.

This chapter discusses the relationship between school culture and student diversity. The authors argue that within-school factors play a major role in enhancing the academic achievement of culturally and linguistically diverse students. They examine past attempts at addressing student diversity in schools and school systems. Low teacher expectations, unequal access to educational resources, and organizational deficiencies are identified as some of the problems educators must confront in order to accommodate student diversity. The chapter concludes with existing strategies and programs designed to meet the needs of diverse students.



II. Curriculum, Instruction, and Assessment Build on Students' Cultural, Language, and Prior Experiences

Banks, J. A. (1988). *Approaches to multicultural curriculum reform.* Multicultural Leader, *1*(2), 1-4.

In this article, James Banks identifies and describes four different types of multicultural curriculum reform:

- The contributions approach, which emphasizes the accomplishments of minority group members
- The ethnic additive approach, which includes the addition of units or chapters regarding diverse groups
- The transformation approach, which infuses studies with the perspectives and points of view of different cultural and ethic groups
- The social action approach, in which students study a social problem, such as racism, and develop possible solutions to that problem

Banks discusses the implications of implementing each type of approach, stressing the danger of adding information to the curriculum without redesigning the overall curricular structure and content.

Barrera, R. (1992). The cultural gap in literature-based literacy instruction. *Education and Urban Society, 24*(2), 227-243.

This article is based on the author's assertion that culture is often overlooked in teaching and learning because teacher education programs emphasize psychological rather than social and cultural aspects of learning. According to Barrera, the cultural aspect of learning is essential due to the centrality of culture in structuring the ways in which human beings make meaning or engage in "meaning making"—the ways in which people acquire, interpret, and understand literature.

Barrera suggests that the tendency to overlook cultural factors in the structure and implementation of literature-based instruction should lead educators to examine the nature of this instruction more critically. The author provides a series of questions that educators might consider when assessing the cultural responsiveness of literature programs, including the following: how is literature defined? who creates it? who presents it? who selects the literature for the classroom? who gets to share and mediate the literature? who decides what are acceptable responses to the literature?

Barrera concludes that educators interested in enacting culturally responsive literature programs will not simply add a few books by members of groups of color, but will develop an understanding of the significance and importance of culture in shaping understanding, learning, and teaching.

Blumenfeld P. C., Soloway E., Marx R., Krajcik, J.S., Guzdial, M., & Palincsar A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist, 26*(3-4), 369-398.

This article discusses the merits of project-based learning for motivating students and improving their academic success. According to the authors, project-based learning focuses on constructing knowledge from prior experience, relating education to real-life problems, and enhancing complex thinking skills. The authors suggest modeling, prompting, and coaching techniques

"...ulticulturiza-tion" of the literature-based curriculum will ...be led by greater teacher awareness and understanding of the concept of culture and the role that culture plays in shaping us and our worlds.

Rosalinda Barrera

as methods of scaffolding instruction to fit learner's needs until they master the knowledge on their own. The article identifies technology as a tool for implementing project-based learning. According to the authors, using students' prior knowledge heightens the possibility that students will feel capable. The authors assert that this sense of confidence will increase student motivation. For culturally diverse students, this emphasis on the use of prior knowledge might include experiences, language, and perceptions that differ from that of mainstream students. The authors stress that successful implementation of project-based learning would necessitate changes in teachers' thinking about learning and instruction and the acquisition of new skills.

Bowman, B. (1992). Who is at risk for what and why? *Journal of Early Intervention*, *16*(2), 101-108.

In this article, Bowman explores culture as it relates to assessment and intervention. The author notes that assessment measures often mistake cultural differences for developmental difficulties in students. Because assessments do not compensate for cultural diversity among students, Bowman asserts, tests do not capture the true capabilities of poor and minority students, and, as a result, these students are often labeled as innately limited in their learning capabilities.

Bowman identifies problems with the common practice of segregating students with "special needs." The author stresses the possible damage to students' self-esteem that may

result from this type of labelling, particularly for very young students. The author closes with a reminder that we exercise caution in both our identification of problems with children and youth and our solutions to these problems.

Brooks, J., & Brooks, M. (1993). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book explores the constructivist approach to teaching and learning. According to the authors, the constructivist approach encourages students to build on their previous knowledge in order to construct new knowledge. The book suggests ways that practitioners might design curriculum and instruction to use students' previous knowledge. In a constructivist setting students' life experiences, cultures, and languages are assets to their learning, rather than deficits. This publication concludes with specific recommendations for creating a learning environment based on constructivist principles.

Estrin, E. T. (1993). *Alternative Assessment: Issues in language, culture, and equity.* (Knowledge Brief No. 11). San Francisco, CA: Far West Laboratory.

This Knowledge Brief, available from the Far West Laboratory, examines alternative assessment as it relates to linguistic and cultural diversity. A range of issues is discussed including cultural bias in testing; cultural differences between student/teacher conceptions of assessment; and educator attitudes and beliefs concerning language, culture and learning. Estrin also outlines strategies and approaches that educators can institute to provide more culturally responsive instruction and assessment.

Jackson, F. R. (1993/1994). Seven strategies to support a culturally responsive pedagogy. *Journal of Reading*, *37*(4), 298-303.

This article outlines seven strategies that practitioners can use to make their instructional practices more responsive to culturally diverse students:

1. Build trust between teachers and students: The author suggests having students research and share information about their background as a trust building activity.
2. Become culturally literate: Teachers can learn more about their students' culture through ethnographic procedures (observation, interviews with community members, etc. (Delpit, 1988).
3. Build a repertoire of instructional strategies: Teachers should use instructional practices that reflect their understanding of cultural differences in students' learning styles.
4. Use effective questioning techniques: Educators can challenge all students with questioning that promotes critical, higher order thinking.
5. Provide effective feedback: The author cites research that suggests that white males receive more positive feedback than females or minority group members.

6. Analyze instructional materials: The article (Grant, 1981) suggests that practitioners choose instructional materials that accurately portray the perspectives, attitudes, and feelings of the groups being studied; are historically accurate; include strong ethnic characters in fictional works; and omit racist concepts, cliches, phrases, or words.

7. Establish positive home-school relations: The author suggests that teachers involve parents throughout the educational process.

Lee, C. D. (1992). Literacy, cultural diversity, and instruction. *Education And Urban Society, 24*(2), 279-291.

In this article, Lee explores culturally contextualized teaching and learning. She discusses the importance of using students' cultural background in the teaching and learning process by identifying similarities between the student's home knowledge and school knowledge. Lee locates specific examples of practices in the African-American community that are similar to school activities. She notes that similarities exist between home and school meaning interpretation, communication, and social interaction. Lee maintains that these practices provide a foundation for in-school teaching and learning. The article concludes by highlighting three models of instruction that connect theory about language, culture, and literacy and practice.

Murray, D. E. (Ed.). (1992). *Diversity as resource: Redefining cultural literacy*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Issues of language and culture are explored by various authors who examine some of the assumptions held concerning culture and literacy and look at ways to contextualize students' learning along cultural dimensions. Practical activities and questions related to culture and literacy are also provided. Included in the book are articles such as "Whose Shared Assumptions? Making the Implicit Explicit"; "Identifying the Languages and

Cultures of Our Students"; "Power and Politics of Knowledge: Transformative Schooling for Minority Language Learners"; "Unlimited Resources: Tapping Into Learners' Language, Culture, and Thought"; "Sensitizing Teachers to Cultural Differences: An African American Perspective"; and "A Mexicano Perspective: Reading the World in a Multicultural Setting."

National Council for Social Studies. (1991). *Curriculum guidelines for multicultural education*. (Position statement and guidelines). Washington, DC: National Council for Social Studies.

This National Council for Social Studies (NCSS) position paper begins with background information about multicultural education. The authors identify 23 characteristics of culturally responsive curriculum and provide readers with a multicultural program evaluation checklist to assess the cultural responsiveness of their educational programs and curriculum.

Reyes, M. de la Luz. (1991). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review*, *62*(4), 427-446.

Reyes critiques process instruction for culturally and linguistically diverse students and underscores the following four assumptions that perpetuate ineffective process instruction for culturally and linguistically diverse students: (1) English is the only legitimate medium for learning and instruction; (2) linguistic minorities must be immersed in

English as quickly as possible if they are to succeed in school; (3) one approach is good for all students; and (4) error correction in process instruction hampers learning.

Improving process instruction, Reyes suggests, can be accomplished through greater teacher assistance for students through questions, feedback, and scaffolding—support that enables students to complete tasks that they are unable to master on their own—and the creation of culturally and linguistically sensitive environments.

The article closes with a case study of a fourth-grade bilingual classroom that demonstrates responsiveness to culturally and linguistically diverse students and provides opportunities for academic success.

Reyner, J. (Ed.). (1988). *Teaching American Indian students.* Norman, Oklahoma: University of Oklahoma Press.

This book discusses various aspects of American Indian education. Divided into five sections—multicultural education; instruction, curriculum, and community; language development; reading and literature; and teaching in the content areas—the book addresses the adaptation of curriculum and instruction to culture, language and literacy development, and other topics. The authors also discuss the teaching of American Indian students in the areas of social studies, science, mathematics, and physical education. The publication concludes with other resources for teaching American Indian students.

Shade, B., & Robinson, J. (Ed.). (1989). *Culture, style and the educative process.* Springfield, IL: Charles C. Thomas.

The role of culture in the teaching and learning processes is addressed in this compilation of articles. Subjects include cognitive and learning styles and their effect on the teaching and learning process and the cognitive patterns of specific groups such as Mexican Americans and African-Americans. The book also includes articles that provide specific suggestions for creating culturally compatible classrooms and for teaching according to students' cognitive styles.

Tharp, R. G. (1989). Psychocultural variables and constants: Effects on teaching and learning in schools. *American Psychologist*, *44*(2), 349-359.

The author discusses the effect of culture on students' orientations toward learning. He presents the hypothesis of "cultural compatibility," which contends that student achievement improves when curriculum, instruction, and assessment are compatible with a student's culture. The article also highlights a successful culturally compatible language arts program for K-3 children of Hawaiian descent. The success of the Kamehameha Early Education Program (KEEP) has been documented by both internal and external researchers of the program.

The author identifies and discusses social organization, sociolinguistic styles, cognitive differences, and motivational differences as variables that may differ along cultural lines and that need to be considered when creating culturally compatible classrooms. The article concludes with some useful recommendations for future research in the area of cultural compatibility.

Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990s and beyond* (Trends and Issues Paper No. 6). Washington, DC: ERIC Clearinghouse on Teacher Education.

This Trends and Issues paper compiles research from many noted researchers in the field of multicultural education. Villegas discusses topics such as Deficit Theory, Teacher Expectations and the Self-Fulfilling

Prophecy, Cultural Difference Theory, and Culturally Responsive Pedagogy.

In addition, Villegas describes exemplary culturally responsive programs. The author then compiles the research findings in a "What Has Been Learned from Research" section of the paper. Villegas reports on the negative impact of tracking on students assigned to low-level tracks and the role that parents and community members can play in helping teachers respond to the cultural diversity of students.

Villegas also accentuates the need for teachers to be sensitive to the cultural patterns of minority students, but cautions that teachers' awareness should account for local circumstances and individual differences among culturally diverse groups of students.

Winfield, L., & Woodard, M. D. (1994). Assessment, equity, and diversity in reforming America's schools. *Educational Policy*, *8*(1), 3-27.

This article discusses the implications of national standards and assessment for minority students as conceptualized in the Goals 2000: Educate America Act that establishes standards and testing as the primary tools for assessing students at the local level. The authors argue that the legislation is problematic because it focuses on outcomes rather than the educational process. The bill, they state, does not address issues of inequity in the school system. They believe that alternative assessment that would benefit minority students would occur in the context of changes in school structure and culture as well as changes in instructional practices and policies. The authors agree that cultural responsiveness in development, standards, and criteria is necessary. Their fear, however, is that bias in judging or rating students' oral or written responses may cause the same or lower rates of achievement among minority students, even though alternative forms of assessment eliminate previous criticisms of testing bias. The authors conclude that assessment that facilitates school improvement and student achievement must be comprehensive and must address inequities that exist in the school system.

III. Educators Set High Expectations for All Students and Provide Opportunities to Reach Them

Carnegie Foundation for the Advancement of Teaching. (1988). The mandate: Excellence for all. In *An imperiled generation: Saving urban schools*, (pp. 1-4). Princeton, NJ: Princeton University Press.

This report discusses the problems that confront urban schools today and gives suggestions for improving them. After observing schools in some of the largest cities in the nation, researchers outlined four priorities for urban schools:

- School should have high expectations for all students, not just the advantaged
- Schools should set up effective governance structures
- Every school should have a comprehensive reform program
- Support should extend beyond the school

Researchers discovered teachers who had low expectations of students and who did not challenge students academically. The article critiques the practice of separating students into academic or vocational tracks. Researchers argue that *all* students need diverse competencies and skills. They maintain that students need the critical thinking,

reasoning, and problem-solving skills obtained through academic work and the practical, technical, real-life skills offered by vocational education.

Fillmore, L. W. (1986). Research currents: Equity or excellence? *Language Arts*, *63*(5), 474-481.

Fillmore outlines the implications of her research findings for bilingual education. The author's research reveals that students usually take more than three years to master a second language and acquire it more readily when it is taught in an interesting and meaningful context.

The article reveals that these findings are inconsistent with the current nature of bilingual education programs. Most bilingual programs place a two- to three-year limit on English language acquisition, at which time students receive little or no support in their native languages. According to the research, this two- to three-year period is insufficient time for students to master a second language. The article also maintains that current bilingual programs emphasize basic skill acquisition at the expense of quality, challenging education because many educators believe that language acquisition cannot occur in the context of higher level learning. Fillmore disputes this assumption with her research findings, which emphasize the importance of meaningful and relevant instruction for second language acquisition. The author contends that these findings demonstrate the need for a reexamination and redesign of bilingual education programs in order to improve the quality of second language learning and enhance students' literacy no matter what language(s) they may speak.

Gay, G. (1988). Designing relevant curricula for diverse learners. *Education and Urban Society, 2*(4), 327-340.

This article discusses the issues involved in designing curriculum for culturally diverse students. The author stresses the importance of providing minority students with challenging and stimulating work and giving them the opportunities and resources necessary to meet the high expectations that educators should have for all students. Gay argues that educators should match instruction and curriculum to variations in a learner's motivation, interests, and cultural background.

Goodlad, J. I., & Oakes, J. (1988). We must offer equal access to knowledge. *Educational Leadership, 45*(5), 16-22.

This article discusses the ways in which schools structure unequal access to educational experiences for minority and poor white children and youth, who are disproportionately represented in lower ability "tracks."

Goodlad and Oakes cite beliefs about fixed ability capabilities as one factor leading to low expectations of students. These low expectations do eventually prove themselves to be true because children in the lower "tracks" are denied access to the very educational experiences that would give them the opportunity to learn and demonstrate their full capabilities.

The authors advocate for school structures that allow equal access to educational opportunities for all students. The authors suggest small, "mixed ability" learning groups as an

alternative to the tracking system which tends to limit the educational attainment of certain groups of children.

Grant, L., & Rothenberg, J. (1986). The social enhancement of ability differences: Teacher-student interactions in first- and second-grade reading groups. *The Elementary School Journal, 87*(1), 29-49.

Grant and Rothenberg discuss the grouping of students and the subsequent effect of teacher expectations on student performance. The authors cite research on the mostly disadvantageous effects of ability grouping on "lower ability" students.

The article continues with a description of the authors' research, which consisted of observing teacher-student interactions among teachers and students in "high ability" versus "low ability" groups in first- and second-grade classrooms. Researchers examined the nature of student mobility, types of tasks, teacher time and attention, teacher feedback, and the quality of student-teacher relationships.

The authors discovered that students do get differential treatment according to teachers' expectations and teachers' perceptions of appropriate teaching for each ability group.

Grant and Rothenberg conclude that ability grouping leads to unequal access to educational opportunities for some students and alternatives should be implemented regardless of the degree of school and classroom redesign needed to accommodate the changes.

Jetter, A. (1993, February 21). The college-board method: Math as the gatekeeper. New York Times Magazine, pp. 30.

This insert describes Equity 2000, a program that ensures that all ninth-grade students master algebra. The program also trains teachers in effective strategies for teaching mathematics. According to Jetter, the program founders recognized that minority students are generally not expected to learn algebra.

...high expectations alone are not sufficient.... They must be accompanied by real opportunities for those expectations to become a reality for ALL students

Maria de la Luz Reyes and Eloise Andrade LaLiberty

Often minority students are not introduced to the higher level mathematics that they need for college acceptance. The author presents the results of a college board study, which shows that minorities who succeed in high school mathematics courses achieve in college at the same rate as whites. The article also discusses teacher training and afterschool tutoring designed to help students respond to higher expectations.

Knapp, M. S., Adelman, N. E., Marder, C., McCollum, H., Needels, M., Shields, P. M., Turnbull, B. J., & Zucker, A. A. (1992). *Academic challenge for the children of poverty. Volume 1: Findings and conclusions*. Washington, DC: U.S. Department of Education, Office of Policy and Planning. Final report of SRI International Project 6765: Study of academic instruction for disadvantaged students. U.S. Department of Education contract number LC880540001.

This study examines mathematics, reading, and writing instruction; managing classroom environments; academic instruction for children from diverse backgrounds; student and teacher characteristics that shape academic instruction; and the role of the school, district, and state in education. It dispels some myths about low-achieving students.

The first section of the report provides readers with a summary of the research findings. Many people believe that low-achieving students are not capable of mastering academically challenging work until

they have mastered basic skills. But researchers found that students, including low-achieving students, have higher levels of academic achievement when instruction focuses on meaning and understanding. Research findings indicate that alternative instructional practices that emphasize the meaning and understanding of information do not impede students' acquisition of basic skills, but enhance it. The study also revealed that low-achieving students increased their grasp of advanced skills at least as much as higher achieving students when both were exposed to instruction emphasizing meaning and understanding. Researchers conclude that alternative instructional practices that emphasize higher level thinking skills lead to higher levels of academic achievement for all students, as opposed to conventional methods of instruction largely focused on basic skills acquisition.

Levin, H. M., & McCarthy, J. (1992). Accelerated schools for students in at-risk situations. In H. C. Waxman, J. W. de Felix, J. E. Anderson & H. Prentice Baptiste, Jr. (Eds.), *Students at risk in at-risk schools: Improving environments for learning* (pp. 250-263). Newbury Park, CA: Corwin Press, Inc.

This article explores Accelerated Schools and their underlying principles. Accelerated Schools operate on the premise that all students have strengths that should shape curriculum, instruction, and assessment for a high level of academic achievement by all students. Based on this belief, educational practices in Accelerated Schools focus on enrichment for at-risk students rather than remediation. According to the article, Accelerated Schools staff have found that students do perform better when practitioners build on strengths that the students already possess. The authors cite supporting research that indicates that student achievement rises with greater expectations. In particular, the article cites a study (Peterson, 1989) in which low-achieving students were placed in remedial, regular, and honors classes. At the end of the study, the students placed in honors classes demonstrated greater academic achievement than the other groups of students.

McDill, E. L., Natriello, G., & Pallas, A. M. (1985). Raising standards and retaining students: The impact of the reform recommendations on potential dropouts. *Review of Educational Research*, *55*(4), 415-433.

This article explores research on the positive and negative effects of raising educational standards. According to the article, many believe that standards should be raised to demand more challenging courses for students, to increase the amount and quality of time spent for learning and instruction, and to raise expectations for student achievement. According to the authors, proponents for raising educational standards assume that higher standards will increase student efforts as they strive to meet the higher expectations. The authors cite research that reveals a positive correlation between higher expectations and higher student achievement.

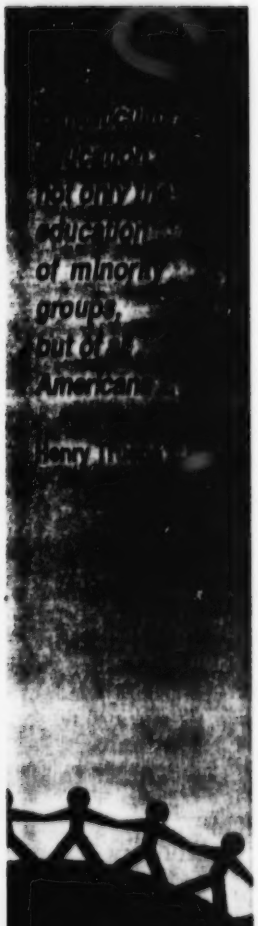
The authors caution, however, against simply raising standards without giving low-achieving students adequate support to meet higher standards. They argue that low-achieving, disengaged students will become frustrated if faced with expectations they are unable to meet. The authors conclude the article with an appeal for better methods of evaluating policies that raise expectations, more research on ways in which higher standards can enhance the academic performance of all students, and ways in which schools can support students in meeting higher expectations.

Peterson, J. M. (1989). Remediation is no remedy. *Educational Leadership, 46*(6), 24-25.

This article discusses a study that researchers conducted in three school districts in Utah. The purpose of the study was to determine the effects of different mathematics programs on similar students. Students were separated into three groups, which were not segregated according to ability. Researchers found that remedial students learned more in mathematics programs designed for advanced students. In contrast, higher achieving students who were placed in remedial programs performed more poorly than other students. The author stresses the need for more conscientious ability grouping that allows for a student's upward mobility between tracks, that covers material deeply, and that allocates the best teachers and smallest size classes for the students most in need of assistance.

Stevens, F. I. (1993). *Opportunity to learn: Issues of equity for poor and minority students.* Washington, DC: National Center for Education Statistics.

In this report, the author presents research findings from a study of inequities in learning opportunities for minority students. Stevens explores the correlation between opportunity to learn and student achievement scores. The author's premise is that minority students often do not receive quality education and therefore perform poorly on student achievement tests. The report then presents results of the study which reveal that school districts usually do not control for measures of opportunity to learn in assessing students. The author argues that student access to educational opportunities should be examined along the dimensions of content coverage, content exposure, content emphasis, and quality of instructional delivery. The report then outlines some recommendations for policymakers. Stevens concludes by reiterating the usefulness of measures of opportunity to learn in determining the degree of equity in schools.



IV. Students Gain Knowledge About a Variety of Cultures and Languages

Fillmore, L. W. (1993). Educating citizens for a multicultural 21st century. *Multicultural Education*, *1*(1), 10-12, 37.

This article stresses the role of the school in fostering positive interaction between diverse groups. According to Fillmore, this function of the educational system should begin when children are in kindergarten and continue for the remainder of their school careers. The author advocates the teaching of values and beliefs that will facilitate the co-existence of different cultural groups. Fillmore emphasizes the role of both educators and parents in fostering the respect and appreciation of diversity necessary for successful existence in a multicultural society.

Grant, C. A. (1990). Desegregation, racial attitudes, and intergroup contact: A discussion of change. *Phi Delta Kappan*, *72*(1), 25-32.

Grant discusses interracial relations and the challenges that educators in a multicultural society face in attempting to facilitate interaction between students of different cultural and linguistic backgrounds. He identifies racial attitudes and tensions as some of the problems that educators and students face.

The author also discusses a prevalent model of interracial interaction—the contact theory. Contact theory supports the belief that fre-

quent contact between members of different races will eradicate racism. The article identifies the following problems with that theory: it seems to assume that all students should readily accept the norms and characteristics of white culture, the current research does not reflect studies of contact between different groups of color, and approaches based on the contact theory typically focus on contact between individual members of different groups.

Grant also points out that the contact theory does not address the role of school culture and curriculum in promoting interracial contact. He advocates efforts that are comprehensive—both in analysis of interracial problems and the development of solutions to them.

Hilliard, A. (1991). Why we must pluralize the curriculum. *Educational Leadership, 49*(4), 12-16.

In this article, Hilliard provides a rationale for educating students about people of other cultures. He notes that the experiences of many diverse groups have been omitted from or distorted in the school curriculum. He asserts that it is the responsibility of educators to include the experiences of all peoples in school curriculums for the sake of accuracy and truth. Hilliard espouses the belief that there is truth in all human experience. He further indicates that there is a great deal of multidisciplinary, international, multicultural literature that can be used to reveal the history of different groups in human history.

Pang, V. O. (1990). Asian-American children: A diverse population. *The Educational Forum, 55*(1), 49-65.

The author articulates the need for greater sensitivity to the diversity within the Asian-American population. Pang seeks to raise the readers awareness of this diversity by providing historical information about different Asian-American groups and discussing the experiences of Asian-American people in the United States today. The author reveals some of the conflicts that exist in the "Asian-American" community, some histori-

cally based, others resulting from differences in background between immigrant and American born Asian-Americans; and explores intra- and intergroup differences resulting from contrasts in parental attitudes and child-rearing practices.

Pang concludes by discussing different attitudes toward education and schooling that may exist among Asian-American peoples and the effects of parental pressure and the "model minority" image on Asian-American students. The author uses this article to heighten awareness and sensitivity to the great diversity within the Asian-American population as a whole, as well as individuals, as a foundation for greater appreciation of the uniqueness of the people and cultures.

Reyes, M. de la Luz, & LaLiberty, E. A. (1992). A teacher's "Pied Piper" effect on young authors. *Education and Urban Society, 24*(2), 263-278.

This article highlights the fourth-grade classroom of Eloise LaLiberty in Longmont, Colorado. In her classroom, LaLiberty brought Spanish speaking students and Anglo students together to work on writing projects. As a result, the students developed a passion for writing in their native language and in another language. Parents also became interested and involved in their children's work and were very supportive of their children's learning experience in a second language. The article provides a detailed description of the rationale, implementation, and results of this cross-cultural effort to excite children's literary interest.

V. Schools Construct Culturally Responsive and High-Achieving Learning Environments Through Active Partnerships With Parents, Families, and Community Leaders

Carnegie Foundation for the Advancement of Teaching. (1988). Partnerships: Support beyond the school. In *An imperiled generation: Saving urban schools* (pp. 41-49). Princeton, NJ: Princeton University Press.

This section of the Carnegie Report discusses the need for building support networks for urban schools, particularly during children's early schooling. The report provides recommendations and examples for involving organizations outside the school. The researchers argue that parents, institutions of higher education, corporate organizations, and state policymakers must all work with schools to improve education for urban children. Partnerships can enhance educators' abilities to respond to the needs of their culturally and linguistically diverse students by providing tutoring, mentoring, and internships programs for students.

Chang, H. (1993). Serving ethnically diverse communities. *Education and Urban Society, 25*(2), 212-221.

Chang discusses the need for social service providers to be responsive to the linguistic and cultural diversity of the clients they serve. She contends that historical power relations, along with differing cultural beliefs and practices, can lead to mistrust and misunderstanding between families and social service providers. Chang asserts that institutions must change the way they work with children and families. She suggests that organizations allow community members more input and control; make efforts to hire staff that reflect the diversity of the community at all levels of operation; improve staff training to enhance their capacity to work with diverse people in the community; and modify ineffective or harmful policies and practices.

Comer, J. P. (1987). New Haven's school-community connection. *Educational Leadership*, *44*(6), 13-16.

Comer promotes school-community collaboration as a means of developing the high level of psychosocial and academic development necessary for students' survival in the complex society in which we live. The author maintains that relationships between teachers, students, staff, and community members are all important aspects of student education. In fact, Comer asserts that teaching and learning require collaboration. He outlines the effects of bureaucratic organizational structures in schools and communities, and points out that these set-ups do not allow for flexibility and coordination in responding to diversity. Comer states that factors in communities and schools place children at risk. He outlines the following three changes as necessary for improving learning for students at-risk:

- Conceptualize academic learning as part of overall child development, not as a distinct aspect determined by a child's innate intelligence and motivation
- Train school personnel in skills necessary for creating a climate that promotes child learning and development
- Include ability to work cooperatively with others as hiring criteria for personnel

Comer also stresses the importance of preservice training to prepare educators to address developmental issues of students' education and to work with psychologists, social workers, and community representatives. This collaboration can help students identify education as something that is valued in school and in the community. The article describes how these ideals are applied in Comer's New Haven school-community collaboration.

Moll, L. C. (April, 1990). *Community-mediated instruction: A qualitative approach*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

This article explores the "funds of knowledge" concept originated by Carlos Velez-Ibanez. This concept characterizes the household as a social structure with resources that allow it to sustain itself. Moll and other researchers studied the many different resources that households possess and determined that the skills and capacities cultivated in the home could serve as useful resources in improving students' classroom instruction and learning. Researchers believed that community members could bring information and experiences that would enhance the knowledge that students acquired from reading and research by adding an experiential element to students' learning. Moll and his colleagues envisioned the creation of networks of knowledge that could be exchanged between households and schools.

Moll describes a classroom in which funds of knowledge are an integral aspect of instruction. Ina A., a sixth-grade teacher in Tucson, Arizona, with input from her students, designed a unit on construction. The teacher invited a construction worker from the community to come in and speak with students. Students supplemented the construction worker's visits with library research and writings about their findings. Over the semester, 20 people visited Ina A.'s classroom to share their "funds of knowledge." Students, teachers, and community members benefitted from this approach and gained valuable information. They learned about the use of mathematics in everyday life. Students saw people within their social circumstances and

obtained a greater understanding of the different capacities that people possess.

Moll's article demonstrates that teachers gain support and vital resources for instruction by perceiving the community as a source of knowledge; and community members themselves may feel a sense of accomplishment and confidence in their ability to act as a resource to teachers and students.

Perry, T. (1993). *How racial and ethnic family and community characteristics affect children's achievement: The African-American experience* (pp. 1-3) (Research and Development Report No. 3). Baltimore, MD: Center on Families, Communities, Schools & Children's Learning.

Perry explores the social factors that affect African-American children's success in school. The author uses Boikin and Tom's notion of the "triple quandary" to discuss the challenges that African-American children face in their simultaneous roles as members of mainstream society and a racial minority group and within Black culture. Perry maintains that parents, communities, and schools can be instrumental in helping African-American children negotiate their multiple roles in American society to succeed both academically and socially.

Siu, Sau-Fong. (1992). *Toward an understanding of Chinese-American educational achievement: How racial and ethnic family and community characteristics affect children's educational achievement* (pp. 5-7) (Research and Development Report No. 2): Baltimore, MD: Center on Families, Communities, Schools & Children's Learning.

Siu examines Chinese-American culture as it relates to education. According to the author, many Chinese-American parents emphasize the value of educational achievement over other forms of achievement. In general, compared to American parents, Chinese-American parents often maintain more control over family members; are more protective of their children; emphasize obedience to parents more; provide more positive feedback when teaching young children; value grades over cognitive achievement; maintain higher expectations of children; have greater belief in effort, as opposed to innate ability; and more realistically evaluate a child's academic and personal characteristics. The author emphasizes that although these characteristics are not absolute for all Chinese-American families, it is important to realize some of the cultural factors that affect children's perceptions and actions in relation to education and achievement.

Spears, J. D., Combs, L. R., & Bailey, G. (1990). *Accommodating change and diversity: Linking rural schools to communities* (A Report of the Ford Western Taskforce). Manhatten, KS: Rural Clearinghouse for Lifelong Education and Development.

This report examines the ways which rural schools are addressing social and economic changes and diversity in the community. The authors identify school-community collaboration as a means of addressing both changes in society an increasingly diverse student population. The report includes two case studies of schools with strong home-community linkages. These studies provide examples of how community-school partnerships are working in two rural communities. The report also discusses school involvement in community development, the delivery of social services, and the promotion of lifelong learning in rural schools

Multicultural educators should utilize multicultural resources in their local communities and increase the involvement of parents in the education of their children.

Bob Suzuki

and communities. It concludes with a list of human, literary, and organizational resources for practitioners in rural schools.

Wehlage, G. G. (1993). *Social capital and the rebuilding of communities* (pp. 3-5) (Issues in Restructuring Schools, Report No. 5). Madison, WI: Center on Organization and Restructuring of Schools.

Wehlage begins this article by introducing the reader to the concept of social capital. The author defines social capital as "organizational relationships among people that facilitate collective action" (pg. 3). Developing social capital within the family and within the larger community, he contends, provides children and youth with connections to adults and adult values. One change that would improve the use of existing social capital, Wehlage asserts, might occur in the nature of social service delivery. Social service organizations typically serve individuals with specified, categorical problems. The author identifies organization-building among schools and community organizations and institutions as a key factor in creating and sustaining social capital, but emphasizes the need for public policy that facilitates the creation and use of social capital.

VI. Professional Development Helps Educators Examine Their Own Beliefs and Fosters Understanding of Culturally and Linguistically Diverse Groups

Gay, G. (1993). Building cultural bridges: A bold proposal for teacher education. *Education And Urban Society, 25*(3), 285-299.

Gay presents demographic findings that indicate an increase in the number of culturally diverse students. Demographic indicators also reveal a teaching force that is becoming increasingly white and female. According to Gay, differences in teacher and student backgrounds may lead to tension and conflict between teachers and students. The author acknowledges the discontinuity between the home and school cultures of culturally diverse students, which, she feels, precipitates the need for expanding the roles of teachers.

According to Gay, teachers need to be cultural brokers and engage in cultural context teaching. She defines a cultural broker as someone who understands different cultural systems, can navigate differences between different cultural systems, and can establish links between different cultures. In order for teachers to fill these roles, Gay states, they need to establish a knowledge base about different cultures.

In addition, Gay asserts that teachers need to be equipped with the tools to change the existing structure of schools to provide more culturally responsive education. Teacher education can equip teachers with these tools by:

- Cultivating teachers' abilities of self-analysis so teachers may examine their classroom behavior and change it, if and when necessary
- Enhancing education students' abilities to examine the school structure and culture and to determine whether the school environment is conducive to meeting the needs of diverse students

- Familiarizing educators with the concepts and theories of organizational behavior and change
- Teaching cross-cultural communication skills so educators can relate to their culturally diverse students

The author presents these recommendations as means of better preparing teachers to implement culturally responsive education. But Gay stresses the importance of providing education students with real-life opportunities to practice culturally responsive pedagogy so that they may successfully face the challenge of an increasingly diverse student population.

Grant, C. (1986). Increasing the educational opportunities of black students by training teachers in multicultural curriculum development. *The Western Journal of Black Studies, 10*(1), 29-33.

This article describes a two-week inservice training program to increase understanding of the need for Education that is Multicultural (EMC). The program has three components: (1) awareness, (2) appreciation, and (3) affirmation. Participants attended workshops, discussions, demonstrations, and other activities and were provided with resources on EMC. They also engaged in assignments that required them to reconstruct traditional curricula to make it more culturally responsive. Researchers concluded that inservice training can help teachers devise more culturally responsive materials.

Grant, C. A., & Sleeter, C. E. (1989). Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability. Columbus, OH: Merrill Publishing Company.

This book provides activities designed to make education interesting for all students. The authors provide a framework for examining the following types of human diversity: race, ethnicity, gender, social class, and disability. The chapter titles indicate the five approaches to addressing the different types of diversity: "Teaching the Exceptional and Culturally Different"; "Human Relations"; "Single-Group Studies"; "Multicultural Education"; and "Education That Is Multicultural and Social Reconstructivist."

Each chapter presents the traditional approach to teaching and then offers ways to change instruction and curriculum to make it more responsive to human diversity. Suggested activities span a variety of grade levels and subject categories.

Sleeter, C. E. (1990). Staff development for desegregated schooling. *Phi Delta Kappan*, *72*(1), 33-40.

This article begins by providing historical background on desegregation efforts and then discusses possible staff development activities. Sleeter discusses the usefulness of employing the work of ethnographers on such topics as learning styles, cooperative learning, and teacher expectations to inform the teaching process. She defines effective staff development initiatives as those that lead to active implementation of multicultural education and promote learning for all students. Sleeter admits that few programs accomplish these tasks simultaneously; however, she highlights a few promising initiatives including Project SHAPE, a three-year, collaborative staff development program in Toledo in which participants work cooperatively to create and implement culturally responsive instruction. Sleeter concludes the article with other effective staff development models.

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Zeichner, K. M. (1993). *NCRTL special report: Educating teachers for cultural diversity.* East Lansing, MI: National Center for Research on Teacher Learning.

This article examines the challenge of educating teachers to work with an increasingly diverse student population. As does Gay, Zeichner discusses the widening gap between teachers' and students' backgrounds. He also addresses developing high teacher expectations, using scaffolding, enhancing teacher knowledge, and improving teaching strategies. The section entitled "Alternative Approaches to the Education of Prospective Teachers to Teach Ethnic-and Language-Minority Students" addresses the importance of self-cultural awareness, change in teacher attitudes, field experiences with diverse students for teachers, knowledge of other's cultural experiences, and instructional strategies as components in teacher education programs. Zeicher continues with a discussion of the different views of how teacher learning occurs. Also included are a listing of key elements of effective teaching for ethnic and language minority students and a listing of key elements of effective teacher education for diversity.

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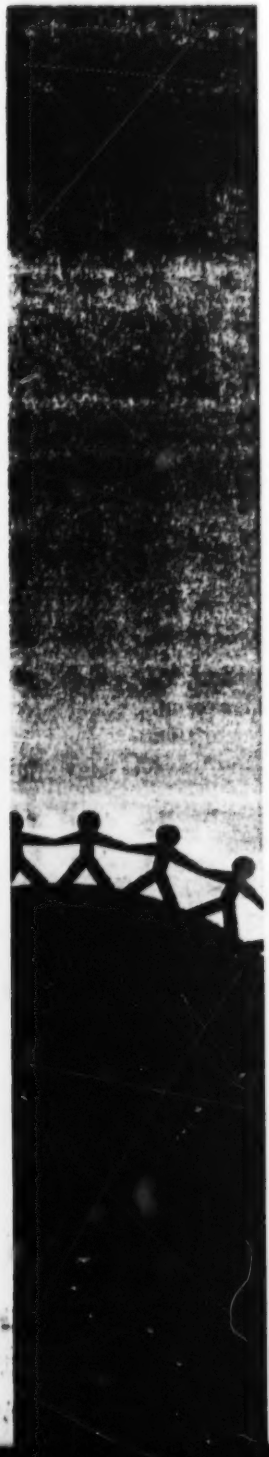

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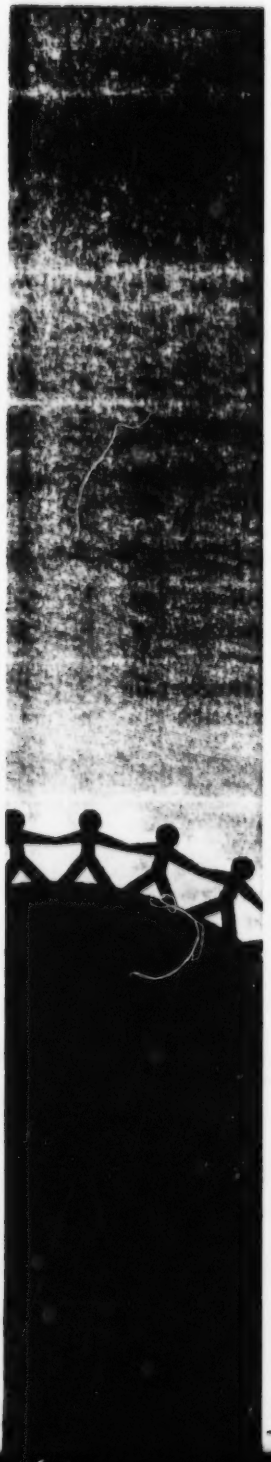

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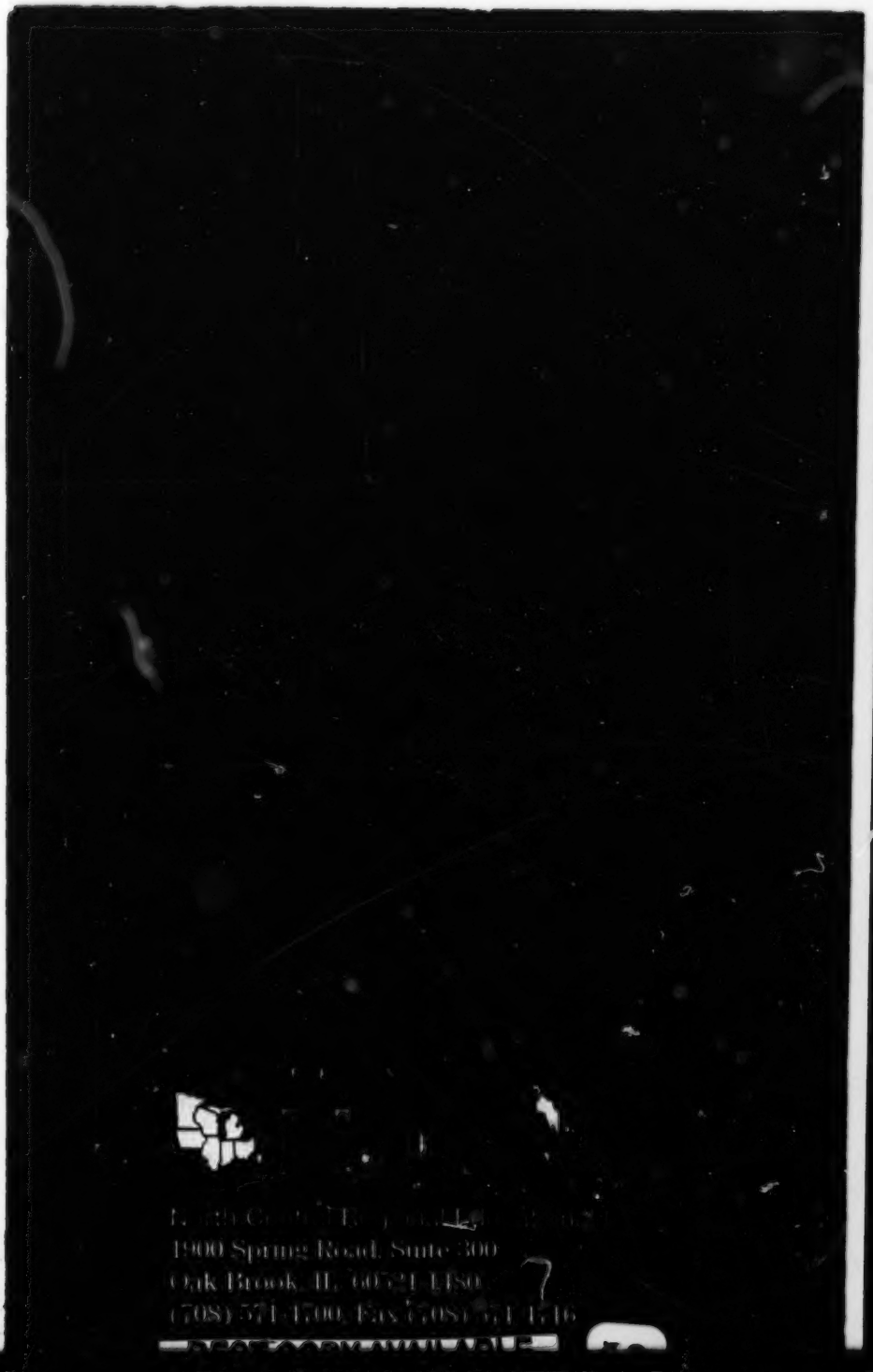
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